



Early Grades Professional Learning

\$5,000,000 ongoing



Historical Funding Levels and Purpose

Current (SFY 2021) funding level: \$0

Funding Level in SFY 2020: N/A

Purpose of the program:

- Fulfills the purposes outlined in H.B. 114 2020 GS
- Administers a grant program for professional learning for elementary educators
- Establishes a learning plan that includes:
 - Early literacy and mathematics
 - A mathematics benchmark assessment

Problems to Address

- Lower proficiency rates for students in grades P-3
- Systemic issues in lack of quality for early grades classroom instruction and teacher preparation
- Lack of resources for early mathematics and professional learning in early grades
- Limited early mathematics data to help teachers know where to support struggling students

Projected Outcomes/Results

- Improved early learning student outcomes in literacy (48%) and numeracy (52%)
- Increased educator access to professional learning
- Increased educator knowledge of best practices in early literacy and mathematics
- Improved teacher preparation requirements at the higher education level

Impact if not Funded

- Large portions of early learners not proficient in literacy and mathematics
- Lack of improvements in the quality of instruction for students in the early grades

Can this funding be scaled?

With lower funding, this could be a competitive grant, prioritized for LEAs with students with higher needs.



Optional Enhanced Kindergarten (OEK)

\$8,692,200 ongoing



Historical Funding Levels and Purpose

Current (SFY 2021) funding level: \$18,692,200

Funding Level in SFY 2020: \$10,380,000

Purpose of the program:

- Provides for opt-in, extended time kindergarten programs to students demonstrating academic risk of not meeting grade literacy and math standards upon kindergarten entry.

Problems to Address

- About 40% of Utah students enter kindergarten unprepared and at-risk for academic failure.
- The Kindergarten Supplemental Enrichment Program (KSEP), created in 2017 to increase funding and provide early intervention for students at risk of not meeting grade level literacy and numeracy expectations, was repealed last session.
- Funding needed to meet demand (~16,451 students).

Projected Outcomes/Results

- Increased numbers of at-risk kindergarten students able to access this early intervention.
- Tracking of enrollment numbers being served, using KEEP assessment data.
- Improved outcomes for students enrolled in full-day kindergarten.

Impact if not Funded

- Schools will not be able to serve the number of students who scored below grade level in literacy and numeracy.
- Fewer children will leave kindergarten prepared for academic success.

Can this funding be scaled?

Without full funding, schools will not be able to serve all students in need.



Intensive Services Pilot Program

\$12,000,000 one-time



Historical Funding Levels and Purpose

Current (SFY 2021) funding level: \$0
Funding Level in SFY 2020: \$2,776,200

Purpose of the program:

- Provides funding to LEAs to meet the needs of students with high-cost special education services.
- Creates a 3-year pilot program to test out and closely monitor approaches to reimbursing LEAs for the services of students with high-cost services.

Problems to Address

- The program was eliminated in the 2020 5th Special Session (\$2.8 million ongoing reduction).
- The eliminated program raised concerns regarding inequitable distributions, high administrative expenses to monitor individual student costs, and special education carry forward balances.
- USBE convened a working group that recommended this pilot approach to improve program functions and outcomes.

Projected Outcomes/Results

- Increased equity in special education services across the state
- More LEAs applying for, and receiving funds from the program
- More LEAs supplementing special education budgets, when needed, with general operating funds

Impact if not Funded

Large disparities between LEAs will persist in services offered to students with high-cost special education service needs.

Can this funding be scaled?

Demand for the program far exceeds the requested amount. \$12 million one-time is sufficient to cover the state’s most pressing needs and to generate the response required to effectively study the program.



Support for Students at Risk

\$10,000,000 one-time



<p>Historical Funding Levels and Purpose</p> <p>Current (SFY 2021) funding level: N/A</p> <p>Funding Level in SFY 2020: N/A</p> <p>Purpose of the program:</p> <ul style="list-style-type: none">• Provides one-time funding to implement school activities that support students who are at risk of academic failure as a result of the COVID-19 pandemic.• Funding to LEAs will be allocated based on the EARS formula (R277-708).	<p>Problems to Address</p> <ul style="list-style-type: none">• Due to the statewide soft-closure of schools, many students disengaged from their education and reduced the amount of interaction with their teachers, resulting in unfinished learning.• The current federal emergency funding to address many of the increased needs related to implementing continuity of services plans is time-limited, which will impact the sustainability of student services.
<p>Projected Outcomes/Results</p> <ul style="list-style-type: none">• LEAs will define their eligible population of students and baseline academic outcomes data.• LEAs will create individualized plans to support the needs of their students which might include supplemental instruction, technology purchases, professional development, and collaboration with community organizations.	<p>Impact if not Funded</p> <ul style="list-style-type: none">• More students will be unprepared for academic success.• LEAs will have to support students at-risk of academic failure as a result of the COVID-19 Pandemic with more limited resources. <p>Can this funding be scaled?</p> <p>If the amount is reduced, LEAs will support fewer students or serve each eligible student less.</p>



Mathematics & Science Opportunities for Students and Teachers (MOST)

\$7,200,000 ongoing

Historical Funding Levels and Purpose

Current (SFY 2021) funding level: \$0 (Program Repealed in 2020 Special Session)

Funding Level in SFY 2020: \$6,200,000

Purpose of the program:

- Competitive grant program to provide funding for increased opportunities in mathematics and science for secondary students and increased compensation for qualified mathematics and science teachers who extend or expand their contractual obligations to provide those opportunities.

Problems to Address

- Resources available to offer advanced placement, acceleration, intervention, and enriching mathematics and science courses are often lacking, particularly in rural and small LEAs.
- LEAs need greater flexibility to recruit, support, and retain mathematics and science teachers.
- A 2018 audit suggests greater oversight and LEA support needs associated with MOST.
- LEA requests regularly exceed available funds (Received \$9.6 million in requests for SFY21 prior to repeal and \$11 million in requests for SFY 20).

Projected Outcomes/Results

- Increased opportunities related to supporting instructional delivery, decreasing class size, increasing types and number of course offerings, accelerating high school graduation, and improving college preparation.
- Increased compensation for mathematics and science teachers providing increased flexibility in recruiting and retaining qualified mathematics and science teachers.

Impact if not Funded

- Reduction in available course offerings for mathematics and science students.
- Challenges for LEAs to recruit and retain qualified mathematics and science teachers.

Can this funding be scaled?

Funding is scalable. However, reduced funding limits USBE's ability to meet LEA requests that consistently exceed available funds.



K-12 Computer Science

\$7,000,000 ongoing

Historical Funding Levels and Purpose

Current (SFY 2021) funding level: \$0

Funding Level in SFY 2020: N/A

Purpose of the program:

- Creates the **K-12 Utah Computer Science Grant Program** in partnership with Talent Ready Utah.
- LEAs will create comprehensive plans for building **access to Computer Science for all students.**
- Supports the goal of **“Computer Science access for all Utah schools by 2022.”**

Problems to Address

- Increases computer science access in alignment with the **USBE Computer Science Framework** which envisions a future in which students:
 - Critically engage on computer science topics;
 - Develop as learners, users, and creators of computer science knowledge and artifacts; and
 - Better understand the role of computing in the world.
- Opportunity to **partner with industry through Talent Ready Utah** to catalyze change.
- Supports LEAs moving from planning stages to **implementation of K-12 computer science.**

Projected Outcomes/Results

USBE has worked with Talent Ready Utah to approve LEA plans with measures for access and learning in alignment to rigorous computer science experiences in K-12.

USBE Computer Science for Utah Grant

More Utah students:

- Engaged in K-12 Computer Science learning
- Participating in Computer Science pathways
- Earning Computer Science certifications

Impact if not Funded

USBE will not be able to support Computer Science expansion for all students in K-12. This will **hinder LEAs’ success** in making systematic change to provide computer science learning for all Utah students.

Can this funding be scaled?

The request is scalable. A reduced amount would mean fewer LEAs receiving support for the expansion of K-12 Computer Science.



Early College Programs

\$5,900,00 ongoing

Funding Levels and Purpose

Current (FY 2021) funding level:

CE - \$12,104,100; AP - \$2,159,240

Funding Level in SFY 2020:

CE - \$11,750,900; AP - \$1,945,258

Purpose of the Program:

- Provides funding to LEAs to administer their Early College Programs.

Problem to Address

- Restores 2020 GS funding levels
- Funding levels have increased at insufficient rates to meet program demand.
 - Per credit funding has **decreased by 18% in 3 years**
- Underrepresented student groups participate in early college programming at significantly lower levels:
 - Students experiencing socioeconomic disadvantage (25%)
 - Students **not** experiencing socioeconomic disadvantage (42%)

Projected Outcomes and Results

This request:

- Realigns funding levels for LEA early college enrollments that have outpaced funding.
- Empowers LEAs to close opportunity and achievement gaps for underrepresented student groups.
- Aligns yearly funding increases with program growth.

Impact if not Funded

- Significant persisting opportunity gaps for underrepresented student groups.
- LEAs must serve increasing numbers of students **without** equivalent funding increases.

Can the funding be scaled?

Any increase in funding closes the gap between current LEA need and their current funding levels.



Utah School Leadership Initiative

\$5,000,000 ongoing

Historical Funding Levels and Purpose

Current (SFY 2021) funding level: \$0
(\$5,000,000 ongoing (SB99); defunded due to COVID-19)

Funding Level in SFY 2020: N/A

Purpose of the program:

- Supports LEA efforts to develop and support effective school leadership through the implementation of evidence-based principal pipelines.

Problems to Address

A wide range of variability in:

- Effectiveness of school leadership in Utah schools.
- LEA implementation of evidence-based principal pipelines to support effective school leadership.
- Opportunities for LEAs to advance school leadership development priorities through funding, professional learning, and collaboration.

Projected Outcomes/Results

- Increased:
 - System capacity to develop and support effective school leadership in Utah schools
 - Effective school leadership
 - Effective teaching
 - Student learning

Impact if not Funded

- Continued variability in the effectiveness of school leadership in our schools.

Can this funding be scaled?

Reduced funding will limit the number of LEAs that can participate and/or the scope of improvement efforts that LEAs can pursue.



BTS Elementary Arts Learning Expansion

\$4,000,000 ongoing

Funding Levels and Purpose

Current (FY 2021) funding level:

\$10,880,000 Ongoing

Funding Level in FY 2020: \$11,880,000

Purpose of the Program: 53F-2-506

..is to enhance the social, emotional, academic, and arts learning of students in kindergarten through grade 6 by integrating arts teaching and learning into core subject areas and providing professional development...

Problems to Address

- Current funding is not sufficient to pay for 80% of the compensation for arts educators in the program.
- Private foundations have contributed \$750,000 this year; those contributions are not sustainable.
- USBE received LEA requests for 44 additional FTE for the program. This funding would allow acceptance of 23 of those applications.
- Although LEAs and schools are located all over the state, not every LEA or school has access to BTS Arts.

Projected Outcomes and Results

This request:

- Restores 2020 GS funding levels
- Returns program to pre-COVID plan for scale-up to all elementary schools over five-year period
- Allows for the addition of about 24 arts educators
- Begins to provide equity and access to elementary students across the state

Impact if not Funded

Without increased funding, current programs in LEAs are not sustainable and students will not have access to learning in and through the arts.

Can the funding be scaled?

A five-year strategic plan has been analyzed and developed in cooperation with Sorenson Impact Center. This funding request is the first step in returning to the five-year plan.



Gifted and Talented Programs

\$2,731,500 ongoing

Historical Funding Levels and Purpose

Current (SFY 2021) funding level:

\$3,388,860

Funding Level in SFY 2020: \$3,289,980

Purpose of the program:

Provides funding to LEAs to administer their Gifted and Talented (GT) programs.

Problems to Address

- Underrepresented student groups participate at significantly lower levels in GT programs.
 - Students experiencing socioeconomic disadvantage (**22%** of GT programs compared to **35%** statewide)
 - Students not experiencing socioeconomic disadvantage (**78%** of GT programs compared to **65%** statewide)
- Board rule requires LEAs to account for disability and language barriers in identification for GT programs. This requires assessments and necessitates increased funding.

Projected Outcomes/Results

This request:

- Empowers LEAs to close opportunity and achievement gaps for underrepresented student groups.
- Provides GT services to identified students with increased depth, complexity and rigor.
- Provides professional learning opportunities for teachers to serve identified students.

Impact if not Funded

- Significant opportunity gaps for underrepresented student groups will persist.
- LEAs must serve increasing numbers of students without equivalent funding increases.

Can this funding be scaled?

Any increase in funding closes the gap between current LEA needs and current funding levels.